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ABSTRACT

The purpose of the conference reported in this document was to share recent information about the nature and effectiveness of school-linked services; policy options for implementing neighborhood projects involving elementary and middle schools and their surrounding communities in Dallas, Houston, Austin and San Antonio; and future prospects for parent-teacher participation in education reform. Attention was focused on how traditional education could be integrated with a wide array of health and human services, both treatment and prevention, for which the school can serve as the locus of delivery. Addresses included: "A Fresh Look at Restructuring Schools," by Lionel R. Meno, the Texas Commissioner of Education; "Partnerships for Participation and Progress," by Wilhelmina Delco of the Texas House of Representatives, and closing comments by Dr. Cora Marrett, professor of Sociology and African-American studies at the University of Wisconsin-Madison. The discussions from four workshops representing a given period of life and schooling--prenatal/preschool, elementary, middle, and high school--in which each workshop identified needs and made recommendations for service delivery, are summarized. Major themes addressed in the workshops included parent involvement and education, coordination of and collaboration among services school-based services, public awareness, and cultural sensitivity. A list of workshop participants is included. (LMI)

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Shared Opportunities

for Schools and Communities

Shared Opportunities for Schools and Communities

Eighth Robert Lee Sutherland Seminar

Wayne H. Holtzman, *Editor*

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The University of Texas
Austin, TX 78713

"A Gathering of Gifts." Coproduced by the Austin (Texas) Independent School District and the Hogg Foundation, this 21-minute video was prepared for the Eighth Robert Lee Sutherland Seminar on "Shared Opportunities for Schools and Communities." The seminar theme of communities and schools' working together to meet their families' needs was the focus, and the four Hogg Foundation-funded School of the Future sites are highlighted as examples of such partnership projects.

The tape is available on library loan and by purchase. Address library requests to Hogg Foundation Library, Box 7998, Austin, TX 78713. The tape may be purchased from the Hogg Foundation's Publications Division at the same mailing address. The price is $10.00 (plus sales tax for Texas purchasers not tax exempt).

Overview

Every two years the Hogg Foundation chooses a topic of particular relevance to mental health in Texas and organizes a statewide conference known as the Robert Lee Sutherland Seminar. This year's theme grows out of the work of major Mental Health Commissions appointed by the Foundation in 1987. Two of the three Commissions were charged with addressing significant problems in society concerning the mental health of children and their families, as well as the difficult issues confronting adolescents and young adults. As the work of these Commissions came to a climax in 1989, a general consensus was reached that the Foundation could best contribute to human development in Texas, as well as the rest of the nation, by asserting leadership in organizing major, long-term projects to demonstrate an effective approach to community renewal, family preservation, and child development. After many preliminary discussions with community leaders, school administrators, mental health professionals, and national advisors, the concept of the School of the Future was announced as the most ambitious initiative the Hogg Foundation has ever undertaken in its 50 years of existence.

Beginning in 1990, the Foundation set aside $2 million over a five-year period to fund neighborhood projects involving elementary and middle schools and their surrounding communities in Dallas, Houston, Austin, and San Antonio. About one-third of the participants in the eighth Sutherland Seminar were associated in one way or another with these four projects. The main purpose of the Seminar was to share recent information about the nature and effectiveness of school-linked services, policy options for implementing such programs, and future prospects for parents and teachers to participate in educational reform.

Attention was focused upon how traditional education could be integrated with a wide array of health and human services, both treatment and prevention, for which the school can serve as the locus of delivery. More than 300 leaders from throughout the state in fields of education, health, social services, child development, and community planning examined school-linked services for children and their families, ranging from prenatal care through high school.

The seminar began the evening of September 25, 1992, with Dr. Lionel Meno, the Texas Commissioner of Education, as featured speaker at the opening dinner. The next morning, Representative Wilhelmina Delco addressed the delegates at the first general session, followed by four concurrent workshops, each focusing on a specific age level—preschool, elementary school, middle school, and high school. In the closing session at the end of the day, highlights of the workshops were presented. Dr. Cora B. Marrett, Assistant Director for Social, Behavioral and Economic Sciences within the National Science Foundation, gave closing comments on the significance of the conference. The addresses by Dr. Meno, Representative Delco, and Dr. Marrett were so well received that they are published herein, together with highlights of the workshops and a list of the seminar participants.

Social changes in our society have placed unusually heavy burdens upon public education in recent decades. Most observers now firmly believe that major reform in public education, perhaps even radical changes that would scarcely have been voiced a generation ago, will be a primary driving force to ameliorate problems. This larger vision of schools in the future, not only as places for academic learning but also as primary neighborhood institutions for promoting child and family development, has profound implications for community renewal, family preservation, and the nature of delivery systems for health and human services.

Wayne H. Holtzman

A Fresh Look at Restructuring Schools

by

Lionel R. Meno

Dr. Lionel R. Meno is Commissioner of Education for the State of Texas, directing a staff of more than 1,000 employees at the Texas Education Agency which oversees the state's vast elementary and secondary education system.

Prior to coming to Texas, Dr. Meno was Deputy Commissioner for Elementary and Secondary Education for the New York State Education Department for nearly three years. He managed the Department's programs and services for elementary and secondary schools.

He was Superintendent of Schools in Syracuse for nine years, where he was responsible for directing New York's fourth largest school system. Dr. Meno began his professional career as a teacher and team leader in an occupational learning center, and he served as a curriculum resource specialist in Syracuse.

The conditions of childhood are changing. The unfortunate truth is that more children are unhealthy, both physically and mentally. An increasing number of children are living in poverty and experiencing a deterioration of their families. What is more, there is a critical lack of essential services not only in Texas but across the country. Education, health, human services, parents, business, industry, and our elected leadership must combine forces and resources if we are to be effective beyond the short term in improving the lives of the children whom we are all here to serve.

Texas has a history of responding to children's needs, whether they be health, educational, or social. Unfortunately, the fragmentation of services in many cases has diminished the effectiveness of our response. Our services are based on a deficit-oriented, pathology-specific approach, and this, too, has reduced our effectiveness. We tend to limit our vision by focusing on specific problems—a particular

disability or condition, suicide, substance abuse, juvenile crime, gangs—rather than looking at the whole picture and determining what we need to do to change the overall circumstances in which children live. A categorical approach to organizing and delivering services represents a public policy position that, I believe, does not put children at the top, where they should be.

Reordering Our Priorities

In Texas there are signs that we are reordering our priorities. The first hopeful sign is House Bill 7, which provides an unprecedented opportunity for improving children's and families' access to quality health and human services. We must recognize, however, that it only provides an opportunity, not a guarantee. It is our responsibility to turn that opportunity into reality. The second sign is the appointment of Mr. Richard Ladd to the new "super-commissioner" role in health and human services. We have many fine public servants in this area who are trying to do the right thing; what we need is focus, leadership, and coordination. I think Ladd is the kind of no-nonsense person who can pull health and human services together. The third sign is the tremendous and unprecedented flexibility that the Texas Education Agency has been given in dealing with education issues. We intend to take full advantage of that flexibility.

While we cannot delay moving forward in public education, we should not pursue reform in isolation from other services. The reason is obvious. Increasing numbers of children are faced with one or more problems such as poverty, abuse and neglect, poor health, disability, and lack of family support. If we leave out any of the needs, it will severely limit our effectiveness in helping these children. We must address the needs of the whole child, and to do so we must work together. For those of us in public education to be successful, the folks in human services must be successful. Otherwise, we don't have the base upon which to work.

In education, it is important that we understand what the problem is that we are facing. A prevailing feeling is that there is a gap in student achievement. That happens to be true, but it is not, as most people think, that student achievement is dropping. I believe strongly that we have seen a gradual improvement in student performance

over the past two decades. We are now educating more youngsters in a broader range of subjects and to a higher level than we ever have before. At the same time, however, there has been a geometric increase in the skills that youngsters need to be successful in our world. In 1965, 60 percent of the work force was unskilled or semiskilled. By the year 2000, less than 15 percent of the work force will be in those categories. That is a quantum change in what we expect of our young people and requires a quantum change in how we must educate them.

The first dynamic, then, is that we have a geometric change in the requirements, which is creating an increasing gap in student performance. The second dynamic is the significant change in the number-one support system for public education, the American family. The number of youngsters in Texas schools who come from a traditional family—father in the work force and mother at home full time—has declined from 85 percent in 1960 to less than 13 percent in 1990. In the class of 2000, 14 percent will be born out of wedlock; 39 percent will experience family divorce; 5 percent, separation; and 2 percent, death of a parent. Only 40 percent of children will live with two parents the entire time they are in school.

Mission Imperative

Some would characterize education's situation as "Mission Impossible." I would say it is "Mission Imperative," for if we do not solve these problems, we will not have the society that we have come to value. It is also "Mission Possible" if we have the will to undertake it. That is the real question: do we have the will to do what is necessary to fix the problem? Our goals are clear: to achieve excellence and equity in education. "Excellence" means that student performance matches what the real world requires. "Equity" means that all groups in our student population have access to equal opportunities to attain academic success at every level. Current reality is that we are meeting neither of these twin goals.

If we are to provide the leadership that is necessary to achieve excellence and equity in student performance, we must challenge the standard conventions of practice that we have used in the past, which primarily have been from the top down. We must reexamine what is negotiable in both education and the human services.

Historically, we have viewed programs and existing organizations as nonnegotiable. The program has been all-important, established at the state or federal level and passed down to the district, campus, classroom, and community. The implementation and maintenance of these programs has been more important than the results, with more focus on the process than on what the children were learning.

We need a new system that has two new nonnegotiables. The first is the student. We must design schools to educate all of our children rather than set up a system in which some youngsters are destined to fail. The second nonnegotiable is the level of achievement that is required by the real world. You can fool youngsters by letting them go through the system and graduate, but the day they get out they find that their education isn't worth anything. We need to educate all of our youngsters to the real world standard. You can't negotiate with that.

In this new system, the program or the organization must be totally negotiable. Its only validity is the degree to which it is successful in guiding the client or student to the desired result. If it does that well, it is a good program; otherwise, it is not. It is that simple. Texas is a diverse state in which standard programs are becoming increasingly unsuccessful in producing the desired results in either education or health services.

New Initiatives

I think we need four major initiatives. First, we must empower campuses to build programs that work for youngsters and improve student performance. A key effort should be to redefine compulsory education. We have an outmoded notion of 180 days per year for everyone. It is not working well. In this year's kindergarten classes, teachers can tell you already which youngsters—based on where they are and the program available—are not going to make it to ninth grade on schedule. We are retaining 25 percent of our children before they get to third grade. Based on past history, 95 percent of those youngsters will not graduate. We cannot afford this. We need to program for success. For youngsters who are at risk of being retained and dropping out, this is going to mean a 210-day school year instead of 180 days. Not everyone needs that, but for those who do, we should program appropriately.

To empower campuses, we cannot dictate instructional programs from Austin. Circumstances of local schools are much too different. We need to talk about what we want the youngsters to learn, then give campuses the maximum flexibility to come up with creative programs that meet the needs of their students.

The second major component is to enhance professional performance across the state. One aspect of this is pay. At present we have between 15,000 and 20,000 classrooms being led by uncertified teachers who are not qualified to be teaching our youngsters. The fact is that there is not a shortage of certified teachers in this state. More than 530,000 people are certified to teach in our schools, and we need only about 250,000 of them in the classroom. The fundamental reason why many certified teachers are working in fields other than teaching is pay. Texas ranks thirty-fifth in the nation in teacher salaries. That is not good enough.

The other aspect related to professional performance is skill development. We are not going to change our schools unless we give faculty and staff at the campus level an opportunity to upgrade their skills and to help restructure the schools. It is essential to have 15 to 20 days each year for staff development and school restructuring. We are going to be asking for that time in addition to the 180 or 210 school days for students.

The third key component is to improve student environment and support systems by looking at the whole child. What the state board is considering—and I think will do, for the first time—is to support a series of initiatives in other areas and agencies: health, mental health, and human services. One initiative is to support health education specialists in establishing health screening, health curriculum training, wellness promotion, and health information programs in school districts across the state. Another is to facilitate the local development of school-linked health care programs that focus on prevention and wellness. These programs would provide services to youngsters who otherwise wouldn't receive them—youngsters who, due to ill health, may not be participating in school. They can't learn if they are not there; they can't learn if they are not well.

The Texas Children's Mental Health Plan also has our full support, as does a parent education and involvement program that focuses on families of children from birth through age three who are in high-risk situations.

The fourth component is to deliver a stable constitutional funding system. We cannot plan, we cannot coordinate, we cannot get programs in place unless we know what the funding is going to be from year to year. We need stability, and we need equity. The program should not depend on where a youngster resides, which is the present policy. This is a difficult situation in Texas, and it isn't for lack of trying that it hasn't changed. There are increasing signs that this time we can put it to bed. If we don't, those who stand to lose the most are the children.

In summary, I think we must recognize the importance of serving the whole child and his or her family. We must have commitment and collaboration across all of our agencies. We must act as catalysts for the provision of family and community support that students need for success in school. In education we have just one objective now: to improve student performance, improve student performance, and improve student performance. That is our absolute focus. Working together, I believe that we can make a real difference for the children of this state. They need our help. I look forward to working with you toward that objective, and I think we will be victorious.

Partnerships for Participation and Progress

by

Wilhelmina Delco

Wilhelmina Ruth Fitzgerald Delco has been a dedicated leader in the Texas House of Representatives since her election in November 1974. In 1979 she was appointed as Chairman of the House Higher Education Committee, and she currently serves as a member of the Corrections and Higher Education committees.

With her appointment as Speaker Pro Tempore of the Texas House of Representatives, Mrs. Delco enters her tenth term in the 73rd Legislative Session. She is the first woman and the second person of African-American heritage to serve in this second highest position in the Texas House.

Prior to her election to the legislature, Wilhelmina Delco was elected to the Austin Independent School District Board of Trustees. She has also been a member of the Board of Trustees for Austin Community College.

I chose as a topic for this discussion, "partnership," because that is what this conference is all about. It is about shared opportunities and shared choices, and all of the opportunities and all of the choices are about children. Everybody always says that children are our most important concern, our highest priority. Yet, even as we say that, when the legislature meets the last budgets to be considered are those for education or children's health or mental health services or our juvenile justice system. It is clear that there is a conflict between what we call our rhetoric and our reality.

One thing that brings this group together is concern for the children. I don't have to reel off the statistics because I got them from you. All of us know the number of single parent families. All of us know the statistics that indicate the changes that educators and social service providers and business people confront when they look

at today's families. We are concerned, because there is a basic uneasiness. This wasn't the way that a lot of us grew up. We wonder if, somehow, there is a magic wand that we could wave to take us back to what we remember fondly as the good old days in raising our children and enjoying our family lifestyle.

We have compassion for the children who come to school hungry, who come to school without having seen their parents, not necessarily because those parents don't care for them but because in today's economy a lot of poor children go to school after their parents have had to get up and go to work. Many parents now work two, three, and four jobs to try to make ends meet. I said "parents." It is even worse, sometimes, when there is only one parent. In our society, that is becoming the majority situation. We are concerned and we have compassion. These are our young people. They are our future.

Once we have had that concern and expressed that compassion, we recognize that in our professional lives we have to make a commitment. We have to be the forces that can make a difference. We see the trends developing. In the legislature, for example, a poll was conducted recently that asked the people of this state, "What is your highest priority for limited funding in the next session of the legislature?" Over 75 percent of the people said "safety and security." What we find—and what we have found in the last couple of sessions—is a battle for limited dollars, with the forces of education battling the forces for incarceration. Often, people don't realize that about 75 percent of the persons who are in the criminal justice system did not graduate from high school. All they know is that they want those folks locked up and out of sight. Texas has the situation of easily being able to put together a bond package of $1.1 billion to build prisons but not being able to pass the legislation and get the appropriations necessary to fund public schools. That is where the battle is, and that is why we need the partnership.

Partnerships

We know that there have been partnerships all along. When we look at the tug of society's priorities and the way that we have chosen to face things, we realize that back in the old days we used to talk about the PTA being the blending of home,

school, church, and community. That was the partnership, the protective net around our children. We, as parents, were able to participate.

Now, parents are either unable or, in some cases, not allowed to participate significantly. You know what I'm talking about, those of you who are in schools where these parents come in trembling because they received a notice, and they stand there at that desk in the front office, and they stand there, and they stand there. And finally they say, "Can I see so and so?" And they are told, "She is not in right now. She is in class." And these parents, discouraged, leave. Or a parent comes to a meeting and is so angry and upset that he is termed "offensive." We need to find a way to accept our parents where they are and to use what they offer us, not what we wish they had or what we want them to have. In their own way, parents have to be a part of this partnership.

We had another concept that formed our partnership–"in loco parentis." It said that somebody was always there to act in place of the parent. It probably was based on an old African proverb that says, "It takes a whole village to teach a child." There were no qualms about having a grandmother or neighbor or friend come to school to help a child. That probably is what the PTA community statement was all about. Again, I have to go back to African tradition. When slaves were freed in this country, they weren't given $40 and a mule or any of the other things that you would think even prisoners would receive when they are released. They were given the clothes on their backs and that was all. But there were always churches. The churches started the first schools, represented the discipline, and were the focus of social life. They were the definition of "community."

Where are we now? In some instances people serve "in loco parentis," but usually they are not grandparents. The grandparents are still out there working and can't often take care of the children. But in Austin and, through the Hogg Foundation, across Texas, we have had demonstrated to us the concept of partnership. Partnerships have been demonstrated through organizations like Austin Interfaith and the Metropolitan Ministries and the Chamber of Commerce and their counterparts across this state; through concepts such as Adopt-a-School and the community service programs in which the departments of health and mental health and human

services all claim ownership in a child. All are working in their own way to try to increase that child's opportunities and quality of life. Why? Clearly, there is vested interest.

When I joined the PTA, one of my concerns was to do the best job I could to educate and provide a nurturing environment for my children, but I was not going to have them live in isolated splendor. If I expected them to grow up and marry and hold jobs, I knew I had better try to help them and all children. Your family is a larger circle then you are. We must understand in this country that we have to take advantage of our only renewable resource if we are going to meet the challenge of competition facing us from other countries—indeed, from other states. The only renewable resource? The minds of our people.

Dummy Up, Dummy Down

We can't afford to say, as we did at one time, "Oh, that's OK. They can always find a job doing something, somewhere." That is not true anymore. We live in an information society where, as I often say, the computer drives us all, and we either dummy-up if we control the computer or dummy-down if the computer controls us. It is important in either instance for our young people to understand the computer. We need an educated work force. The growing population under age 18 increasingly is black and brown, and they are the undereducated, undermotivated, underrepresented, underserved population across the board. We cannot afford the drop-out rates in that community. We cannot afford the indifference to education.

We used to say that in the ghetto and the barrios, education was the way up and the way out. That was how you got into the quality life. Kids don't say that anymore. "Quality of life? Big car, gold jewelry, designer jeans. Hey, I can make more money on the streets in one week than you will draw as an educated person all year. If money is the object, I don't need an education for that."

We have to sell education to our children. Partners, that is where we have to rely on you. We had better start communicating, start talking the same language. Communication is a critical part of this partnership. Cooperation also is critical.

Cooperation kind of diminishes the ego. It says that I don't have to do it all so I can get credit for it. Can we not work together and let you take one area and let me take another? Then both of us can come together, see what still needs to be done that may be beyond your expertise or mine, and call in another person to do that task.

Let's see if we can cut down on the paperwork and the confusion. Let's see if we can stop building towers that intimidate rather than temples that nourish. Can't we figure out a way, among all of the groups represented here, to do what is talked about in so many areas—one-stop service? In that way, children can go to one place and be directed to where their specific needs can be met, secure in the fact that they will not be abandoned by the first group because there is cooperation among the groups.

I know why everybody has to do his or her own thing. I sit in the legislature and watch the agencies fighting for dollars. The basis on which they make their points is the number of people they serve. We need to try to work together to maximize the use of our limited dollars. Folks, I hate to tell you, but for the foreseeable future the dollars are going to be limited. That is where another partner comes in, in this communication-cooperation-coordination effort—the business community.

The Bottom Line

For years, school boards in the United States were made up almost exclusively of business people who understood the financial needs of the educational community, who took it upon themselves to structure those needs into a budget and then try to raise the money for what the professionals said they needed. Then, somehow, the business community started easing away from that role. Now the business community has looked up and recognized that its very survival may depend upon what is happening in the schools and to the children.

An important part of the partnership must be the business community. We probably have the largest number of adopters in this country—businesses and community service groups that have said, "I recognize the need and I want to get in there and help." But we could use more coordination. When you look at the long-term needs

of children, it might be better if instead of each adopter contributing a computer, somebody would contribute the instructors; someone else, the software; and somebody else, provide those kids with a job.

The bottom line is that we have to make the tie-in between education and the economy. What counts more than anything for keeping kids in school is the value that they see in it. That value may be a favorite teacher, or it is where all their friends are, or it is the only place they get a hot meal. Whatever it is, we have to take our kids and their families where they are and try to get them to appreciate the value of education. We have to help these youngsters develop healthy minds and healthy bodies, live in secure environments, and be comfortable with themselves. A lot of people call this educating the whole child.

If we take our concern and compassion and commitment as individuals and as organizations, then come together as partners, we will recognize that we are all after the same thing. We want to develop this whole child into a productive, proud, self-respecting, tax-paying citizen of our community. In order to do that, we must communicate to each other what we are trying to do, cooperate with each other so we can cut down on duplication, and coordinate our efforts with all of the partners and potential partners in our community. That is how we can enhance participation, and that is how we can ensure progress.

Oh, sure, we are going to need more money, and those of us in the legislature will be fighting as hard as we know how to get it. But I am not going to tell you that we are going to come up with all the money you need to do this job. We are going to have to rely on you—your intelligence, your creativity, your energy, and your commitment. What I am asking you to do is to become good C students in the sense that you are committed, compassionate, and concerned, and to be willing to take the time to figure out how you can maximize your communication and your cooperation and your coordination for the biggest C of all, the children of our state.

CLOSING COMMENTS

by

Cora B. Marrett

Dr. Cora Bagley Marrett has held numerous posts on national committees in science and engineering. These include membership on the Governing Board for the Center for Advanced Study in the Behavioral Sciences and the Social Science Research Council. She was first chair of the Committee on Equal Opportunities in Science and Engineering at the National Science Foundation, and she was appointed to the President's Commission on the Accident at Three Mile Island.

Before joining the National Science Foundation as associate director for Social, Behavioral, and Economic Sciences, Dr. Marrett taught at the University of Wisconsin-Madison, where she holds the position of Professor of Sociology and African American Studies. While at Wisconsin, she has directed the United Negro College Fund/Andrew W. Mellon Programs, an initiative designed to attract more minority scholars to higher education. Earlier, she was a faculty member at the University of North Carolina-Chapel Hill and Western Michigan University.

I read recently a summons to the people of a locality that called on them to join in an effort to educate the youth. The future of the locality, this summons tells, is dependent on the ability of the citizens to identify and sharpen the palates of the youth. Now it might seem at a time like this that the summons would come from Austin, from San Antonio, or one of the other places that is a site of the School of the Future. Indeed, the themes echo in those sites. Yet the particular document I have reference to did not come from one of these localities. It came from the print shop of Benjamin Franklin. Franklin had called on the other people, the people of Philadelphia, the people of Pennsylvania, to join with him in thinking of what would be necessary to educate the youth. I start with Franklin because in so many ways his recommendations, his visions, speak eloquently to our own times and to what brings

us together at this conference. Franklin set forth a vision, and nothing seems more important for the task that lies ahead of us than having, first, a notion of where we wish to go. It is keeping our eyes on the prize. It is a sense that there must be commitment—commitment to something that we are seeking.

This conference suggests to me that first we are here articulating a vision. We have a notion of a future we seek to enhance, a notion of where it is we wish to go. The conference also does something else. It not only serves as a means for talking about a vision, the prize we seek; it tells us, too, about the multiple routes there might be towards the realization of that vision. In other words, there is more than one path. There is more than one way to get to where it is we seek to be. A conference such as this serves to lay out many of those paths; to say we come together as often as we can to consider, again, what it is we seek to do; to share understanding about how varied might be the ways. But at base, it is the notion that we are seeking to find our way to advance the well-being of all people.

Franklin went on to say some other things about the youth of Philadelphia and why education would be so important. He argued that the youth were the seeds of the future, and that it was important for the future to pay attention to what was happening to those seeds. He said to consider what happens to seeds: that seeds unattended can fall prey to predators; that seeds, unless they are nurtured, might never break out of the pods that became them. He said that seeds must be cultivated, seeds must be nourished. Those themes are as relevant now in the state of Texas and, indeed, in the entire nation, as they were when Benjamin Franklin printed them. This is an image that fits remarkably well the content of this conference. Consider what it says: that we must pay attention to the seeds, to the cultivation of the seeds, if we want those seeds to flourish and bear fruit.

We talk about it. We think of a number of things that are essential. I happen to have come from a land-grant university in which we had people who were soil scientists. Our soil scientists tell us how important it is to have the right kind of soil for seeds to flourish. It matters, then, what kind of a setting we are talking about. My institution happens to have botanists. The botanists remind us that the seed that will flourish in one place might not in another. One cannot simply transplant, wholesale, the same seed and expect it to flourish. There has to be profound attention to the

local conditions. As a matter of fact, in the Midwest, especially in Wisconsin where I have spent so many years, we plan to develop our own particular flowers or we will get nowhere. They are the hardy mums, and I mean they have to be hardy. We can't manage with something that thinks it is going to come up in March and start blossoming and hang around leisurely until October. It will never make it.

What has that meant? It has meant paying attention to those kinds of conditions in which the seeds and the plants must flourish. What better lesson is there for localities as we think of the particular skills, the particular talents, the special needs of our own children—our seeds? One cannot adapt a plant from one place to another simply by plopping it down and thinking that is all that is going to be necessary. Gardeners tell us, too, that we search for the beauty in plants. We search for the beauty in the things that are around us. It takes a while for someone who comes from the rainforest, for example, to appreciate the life forms found in a desert. The first response is that there is absolutely nothing there. Anyone who spends any time in the desert knows that there are things there, and there is beauty in those things.

The same thing applies in education. Just as there must be the adaptation to circumstances, this conference reflects on where the beauty is that must be identified and fostered—where it is, in fact, located. Again, the attention must be to the circumstances that are around us. The educational system of the United States in certain ways looks like the most inefficient operation ever. Imagine all localities, with education the responsibility of districts. What a way to run education. Yet, if our only concern is the efficiency of the system, we lose the beauty. We lose the understanding. We lose the potential involvement of those who can help create, who can help identify and move in the ways that are going to be useful for those localities. Rather than thinking of decentralized systems as problems, we can think of them as opportunities. They are opportunities to think about the cultivation of those seeds, those plants, where they are in ways that will make them flourish wherever we are interested. We are interested throughout our nation.

The cultivation of seeds can be seen as central to so much of the discussion that has taken place. The Franklin model, the arguments from Franklin about cultivating the seeds, I see as arguments that are instructive, but not as arguments to be picked up, wholesale, and transported to our times. When Benjamin Franklin called on his fel-

low Philadelphians, he called on them to be concerned about the education of young men. But the gardens we seek to cultivate cannot have but a single specimen. We see the alluring beauty, the quality, of diversity. We see the attraction of a profusion of colors. We see, too, I would hope, the beauty that rests in a bouquet of languages. Ours is more than the single, limited garden that Franklin might have cultivated in the Philadelphia of years past.

There is gleaned from this conference, in the arguments and the commitment that people have displayed, a sense of willingness to be the cultivators. There is the idea that we will adopt those social arrangements in our schools, recognizing how our schools are enmeshed in the world around them. There is the willingness to adopt circumstances and situations to fit what we regard, first and foremost, as the vision of what we seek. The vision is one that involves all of us.

Why are we concerned about education, about the youth of our present? It is because education is something that matters fundamentally to us all. It is not just that we worry about the lives of our children. We are, in fact, thinking about our own lives.

In closing, let me simply reiterate my theme. It has been a pleasure to be involved with the cultivators. It has been a greater delight than I can convey to have shared in this brief time with people who do think about the seeds; who think in visionary terms; who keep their eyes on the prize. The vision says that we want a state, a nation, a world that advances the well-being of all of our people, whatever the kind of seeds they start out being. It says that there are talents now as there were in Philadelphia in years past—talents to be sharpened, talents to behold.

Workshop Summary

The theme of shared opportunities for schools and communities was explored in four concurrent workshops, each representing a given period of life and schooling: prenatal/preschool, elementary school, middle school, and high school. In each workshop, some 80 symposium participants who were well versed in the specified area devoted the better part of a day to discussing the problems facing today's youth and families, outlining the barriers to service provision, and, perhaps most important, recommending strategies for making real differences for children and their families in communities throughout the state.

The participants came from different backgrounds and represented diverse interests. They included educators, administrators, policy makers, and service providers in fields ranging from physical and mental health to classroom discipline to job-skill preparation. They also included parents and volunteers. What they had in common was an overriding concern for children and their families, and they were willing to cross turf and disciplinary boundaries to focus on ways to help the target population.

The workshop results reflected their efforts. Although the discussions and recommendations focused on specific populations, several themes and suggestions crossed school and age lines, warranting special notice for school and community planning. Following is a synthesis of these major themes and suggestions which should be of particular value to policy makers and community leaders. Highlights of the discussions in each of the individual workshops are reported on the pages that follow.

Major Themes

1. Parent involvement and education. Children's issues are rarely discussed today without concomitant reference to parents and families. Each workshop emphasized the importance of a family focus in human services, dealing at length with

the need for (1) parent education, ranging from information about prenatal care and the development of parenting skills to academic training for a GED or job skills and (2) parent involvement, covering the many ways in which parents can be enabled or empowered to assist in the education of their children.

2. Coordination of services. Fragmentation and lack of continuity were seen as major barriers to effective service provision at every level. Recognizing that few problems of children and youth exist in isolation, participants agreed that problems could be diminished by increasing coordination for both policy and program development, using a holistic approach that focuses on the whole child in a family context.

3. Collaboration of services. From prenatal care through high school, there is need to develop local-level collaboration among and between business and industry, local government, churches, schools, and public and private community organizations to work together for the well-being of children and families.

4. School-based services. To overcome problems of accessibility, affordability, and lack of coordination, participants were in accord on the need to develop school-based or school-linked services that would serve not only as resources for the students but for the entire community as well. Physical and mental health care were viewed as key components of these services for every age group.

5. Public awareness. To implement public policy for serving children and their families, policy makers, parents, and the general public must be made aware of existing needs and what can be done about them. Recommendations ranged from increased media use to a statewide clearinghouse for sharing information.

6. Cultural sensitivity. The need to acknowledge and respect cultural diversity was stressed, with teacher training in understanding and working with other cultures a major recommendation.

To set the stage for discussion in the Prenatal/Preschool Workshop, a panel of leaders in child policy and service provision presented an overview of current problems and concerns regarding key aspects of early childhood—prenatal care, child health, child development, parenting, and child care. The identification of needs was followed by descriptions of three school-linked programs that exemplify how schools and communities can work together to help alleviate problems and improve the lives of Texas' youngest citizens. The presentations provided a background for the roundtable discussions that followed.

Participants representing diverse fields and occupations related to early childhood were grouped at tables and given the assignment "to air the the needs of young children and their families, discuss the obstacles that they perceived to providing services, and develop strategies for action." Needs, service barriers, and strategies were recorded on flip charts and reported to all participants at the conclusion of the workshop. From the reports, it became evident that many participants had the same concerns as well as similar suggestions for their resolution. Following, in outline form, are the issues and needs that were mentioned most frequently and a synthesis of the participants' recommendations for helping young children and their families.

Problems and Needs

Child and family issues

- Prenatal care and education. Insufficient quantity and quality of prenatal education programs and inadequate prenatal care, especially among pregnant teenagers and those living in poverty, are increasing problems. Affordable and accessible prenatal care are essential to increase infants' potential for starting life mentally and physically healthy and achieving optimum development.
- Parenting education. All parents can benefit from training in how to provide a pos-

itive environment for their children, but special emphasis should be given to teenage parents and families in poverty. Such training has two basic purposes: to help parents guide the positive development of their children and to prevent child abuse.

- Parent involvement. When parents become involved in their children's education, children tend to become more motivated to achieve, families gain feelings of empowerment and often increase their own learning, and schools benefit from greater cooperation between home and the school which in turn leads to improved student performance.
- Health care. Prevention services, adequate nutrition, and primary care as well as chronic and acute care are beyond the reach, financially and physically, of many children and adults. Community outreach and an affordable health care system are needed.
- Child care. Quality, affordability, and accessibility are pressing needs, particularly as more mothers of young children enter the work force.
- Safety and security. Adequate safety measures in homes, schools, and communities are needed to prevent accidents and decrease the number of injuries sustained by infants and young children.

Policy-related issues

- Lack of child and family policy. Texas has a history of responding to crises rather than developing policy or providing funding to prevent problems from arising or intervening early to keep them from becoming severe.
- Funding. Lack of adequate funding remains a problem in human services at all levels.
- Public awareness. To create appropriate and comprehensive public policy, the public must be informed about the needs of young children and their families, what the state can do to help them, and how strategic planning and policy on behalf of the target population can, in the long run, benefit everyone.
- Prevention. Without a public policy that focuses on prevention, funds will have to be spent intervening in crises and child and family problems will continue to escalate.
- Coordination of services. Lack of service coordination from prenatal care to school entry results in fragmented and disrupted services.

Barriers to Services

- Eligibility requirements that vary from agency to agency and one funding source to another.
- Territoriality or turfism that impedes service delivery, coordination, and continuity.
- Lack of transportation, leading to lack of program accessibility.
- Funding that is restricted to specific populations or problems and often provides disincentives for collaborative efforts.
- Lack of coordination.
- Providers' lack of cultural sensitivity and understanding of clients.

Strategies and Recommendations

- School-based services. Redesign the schools for year-round community use, with comprehensive school-based services that might include health clinics, prenatal education and outreach, early childhood education, parenting education, and family support programs. Plans should be developed at the community level with subsections to meet the needs of individual neighborhoods, and physical plants should be adapted to accommodate diverse and expanded use.
- Public awareness. Develop and expand public information and awareness programs in the media to highlight the needs of infants and young children to a variety of constituencies including parents, public officials, corporate executives and business directors, the media, professional organizations, and the general public.
- Teen pregnancy and parenting. Provide broad information on the importance of prenatal care, increase the availability of prenatal education and care, and expand teen parenting training to include work across three or four generations of families at the same time to improve physical and mental health, skill training, and prevention.
- Holistic approach. Since few problems of early childhood exist in isolation, integrate services to provide comprehensive, accessible programs for the whole child and his or her family rather than programs that focus on discrete problems.
- Parent involvement and education. Broaden the base for parent programs that develop parenting and work force skills and promote self-sufficiency and empowerment through education.

- Child care. Expand the quality, availability, and affordability of child care programs and upgrade the standards of child care through additional teacher training, increased pay for providers, and assistance in meeting national standards.
- Before- and after-school care. Increase the number and availability of services, investigating feasible locations such as school sites and developing programs that are developmentally appropriate for the ages served.
- Program replication. Use high quality existing programs as models for implementation, adapting them to be sensitive to the cultures and resources of each community, rather than continuing to reinvent the wheel.
- Evaluation. Incorporate evaluation plans and costs into new and experimental programs so that the quality and cost-effectiveness can be measured and the potential for replication assessed.
- Policy. Work to develop a child and family policy for Texas.
- Community resources. Provide incentives for increased use of and cooperation and coordination among community resources such as churches, volunteer groups, and business and industry.
- Public/private sector coordination. Develop alliances between the public and private sectors for helping young children and their families.
- Work force. Encourage the use of family-friendly practices in the workplace such as child care assistance, flexible work schedules, family leave, etc.
- Volunteers. Develop volunteer programs that are multicultural and multigenerational, using teenagers and retired people to help with young children in mutually beneficial service.

Elementary School Workshop

As an individual, each of the 80 educators, policy makers, and concerned citizens participating in the Elementary School Workshop was committed to a full day of taking a hard look at school-community linkage issues for families with young children. As a group, they were given a mission: to develop concrete strategies that would make a real difference in their home communities. To meet that ambitious but important goal, the day was structured in the following way.

A panel of four parents, each representing one of the School of the Future sites, spoke briefly on two points: (1) the needs they perceived from their own and other parents' experiences in their communities and (2) the barriers, both systemic and individual, that they had encountered in trying to meet those needs. Following these presentations, small groups that included a mix of service providers, parents, school staff, and policy makers spent the rest of the morning in lively and productive discussions of the needs of elementary school children and the barriers to overcoming existing problems.

The afternoon session began with brief presentations by four professionals who spoke about increasing political power bases through legislative lobbying, networking with social service providers, seeking grants, and developing corporate support. With this information, the small groups reconvened to work on individual agendas as well as empower all of the participants to "carry the torch" in their respective communities.

A compilation of the priorities noted in the morning discussions and the solutions recommended in the afternoon are outlined below. The issues speak for themselves in this content analysis, but without the implementation of the recommended solutions they remain as issues. However, the worksheets taped around the room at the end of the day and the reports by the facilitators indicated that, in addition to accom-

plishing its initial purpose, the workshop would lead to further action. Some worksheets, for example, listed names of persons assigned to carry out specific tasks and due dates for task completion, and a number of participants exchanged business cards and phone numbers as well as names of others to recruit to their cause. These participants have begun moving beyond discussion into action.

Needs

- Safety in the schools and the community.
- Parent education, including parenting education, basic adult education such as GED and ESL classes, job skill training, life skill training, and information about school services and community resources.
- Parent involvement, with family members participating in the schools as resources or teacher aides, in the special education process, and in their children's learning both at home and at school.
- Family support services, including education, health care, child care, transportation, and extracurricular activities.
- Health care that is accessible, affordable, and incorporates preventive health and sexual health education as well as basic health care.
- Teacher support, with expanded recruitment to achieve more ethnic and racial diversity, more training to include information about child development and how to identify children with mental health needs, and increased pay.
- New uses of schools, beginning with rethinking the mission of schools and including the exploration of creative uses of existing resources and programs. These might include using school facilities as community centers, settings for reasonably priced before- and after-school care, and locations for the delivery of health and human service programs and considering new approaches to the traditional hours, days, and months of the school year.
- Respect for individuals, recognizing individual learning styles and diverse goals and valuing the diversity of families in the community.

Barriers to Service Delivery

- Fragmentation of services and resources; categorical funding that impedes service

coordination and continuity.

- Resistance to change in traditional school subjects and schedules by administrators, teachers, and policy makers.
- Lack of community cohesiveness or interest in schools.
- Poor communication between parents and teachers, teachers and students, and parents and children.
- Low salary level for teachers, which too often equates with low professional esteem.
- Turfism and territoriality; providers don't want to give up their space or service base and feel threatened if they must share it.
- Lack of coordination between schools and social services.
- No policy for provision of basic services.
- Underlying problems such as drugs, depression, ill health, and poverty that make it harder to reach the people who are most in need of information and services.
- Inaccessibility of services, often caused by lack of transportation or inflexible hours that conflict with school or employment.

Strategies and Recommendations

- Parent involvement. Enable parents to participate actively as partners with the schools by planning; sharing information; communicating in a jargon-free, culturally sensitive manner; providing adult education classes; conducting meetings that include parents in the school-management and decision-making processes; and encouraging volunteering in the schools by establishing teacher-aide and library-assistance training programs, recognizing and capitalizing on parents' abilities and skills, and arranging incentives and flexible time schedules.
- Community development and collaboration. Seek and develop community collaboration among and between business and industry, local government, churches, schools, and public and private community organizations to work together for the well-being of children and their families.
- Advocacy. Start building a broad community-based constituency to form political action groups to promote better use of school facilities, increased coordination of services, and more family-centered programs and policies.
- Private-sector involvement. Encourage local business and industry to make a com-

mitment to young people by investing both funds and staff time (in the form of mentors and role models) in the schools, their students, and families in the community.

- New vision for schools. Convene a broad-based group, representative of diverse components of the comunity, to develop a child-focused and family-centered vision for the local schools and outline the small steps the community can take to achieve that vision. These steps might range from a specific goal such as immunizations for all preschoolers to a full array of school-based services for students and their families to the reduction of high school dropouts. The process of developing a vision should include determining (a) where the school and its community are now, (b) where they want to be, and (c) how to get from *a* to *b*, focusing on coordination and cooperation among every aspect of the community.
- School-based services. Support the statewide effort by the Texas Department of Health to develop school-based clinics and promote ongoing school-linked services that are proving successful.
- School schedules. Promote extended-day and extended-year academic programming, with special attention to before- and after-school care that is accessible and affordable for all elementary-school-aged children.
- Curriculum. Focus attention on developmentally appropriate core education and minimize the need for expensive remedial programs.
- Cultural diversity. Encourage cultural sensitivity by recognizing cultural and language diversity among students and their families, recruiting teachers and school staff of different cultures and backgrounds, and working to break down barriers and build communication between parents, teachers, and the community at large.
- Clearinghouse. Develop a statewide clearinghouse for sharing information related to the development and education of children and their families. The system should be publicly accessible and useful at the local level and include data bases on such areas as legislative initiatives, pilot programs and their positive and negative aspects, how-to information, and funding information for potential education programs as well as school-based health and social services.

Middle School Workshop

The middle-school years are challenging to parents, teachers, and the youngsters themselves. The overall goals of this workshop were to confront the problems of the middle-school population, highlight exemplary school-based models, and recommend strategies for implementing and improving school-linked services from the fifth or sixth through the eighth or ninth grades. To set a context in which participants could address these issues, sociodemographic data were presented that described societal changes in the nation and the state and projected future trends in the middle-school age group.

Program speakers and panelists addressed the following topics and needs:

- Providing for continuity and the smooth transition of student support services from elementary school to middle school to high school.
- Developing flexible programs specifically tailored for students who are at high risk of dropping out or other self-defeating behavior, such as those who cannot read at or near grade level.
- Assisting parents, especially those who are functionally illiterate, by developing programs to enhance their knowledge and skills.
- Implementing programs on cultural pluralism for students, parents, and school personnel.
- Involving parents in school-related activities such as the PTA, lunchroom assistance, or volunteer work.
- Understanding the ramifications of the Texas Education Agency's policies on middle-school education.
- Improving communication and cooperation between parents and school personnel by providing or encouraging information-sharing opportunities.

Problems

Workshop participants perceived a number of problems, listed below by primary areas of concern. It should be noted, however, that these issues are interrelated and can best be resolved in a comprehensive or holistic manner.

School-related problems

- Communication is poor among and between parents, teachers, counselors, and administrators; there is too much "turfism" in the schools.
- Schools and class sizes are too large; many are overcrowded.
- Schools have functioned apart from the community for too long; community input is limited.
- Schools and educational programs have not been flexible enough to meet the needs of individual students; there are too few alternative classroom settings.
- Too many students are overage for their grade level.
- There is too much paperwork.
- Schools must compete for funds from ISDs, with little empirical evidence to support their claims of specific needs.

Student-related problems

- Teachers tend to see students' problems rather than their strengths.
- Services are not coordinated, leaving students vulnerable to peer pressure.
- Many students have low self-esteem and lack self-confidence.
- Many students start middle school without having reached expected academic milestones, possibly due to developmental lags resulting from inadequate prenatal or infant care which they have not yet overcome.
- Many middle-school students are not challenged; too little is expected of them.
- Students who exhibit problem behavior often are suspended, expelled, or transferred to another school rather than helped to succeed in their own school.
- Truant students are returned to the classrooms from which they were truant, which generally is an unsuccessful placement.
- There are too few positive role models, especially for males, and too many negative ones.

Community-related problems

- The community-at-large has been excluded from as well as excluded itself from participation in the public school system.
- There is a lack of leadership and empowerment in the community.
- Communities are experiencing high crime rates and increasing numbers of gangs as well as high unemployment and underemployment, all of which impact children and families and, in turn, schools.
- It is difficult to access services in the community.
- Texas Youth Council and other youth-serving agencies place troubled youths in local school programs.
- Services available at the community level often are in effect for only one or two years, too short a period to be effective in overcoming the problems they were designed to address.

Family-related problems

- Families, especially those in poverty, tend to perceive the schools not as resources but as punitive authorities.
- Many parents fail to provide adequate support for their children; often primary caretakers lack basic parenting skills and need instruction in parenting.
- Many families do not adequately understand the educational system.
- There is an increasing number of single-parent families, a majority with limited or no support services.

Problems of school-based or school-linked services

- Historically, schools have shut the door on community assistance efforts and are unprepared to deal with the community.
- Schools generally are not responsive to the needs of parents and students and do not coordinate efforts to serve them.
- More services are needed in the schools, yet once school-linked services are accepted, there will not be enough community-based organizations available to provide them.
- Information about available services is inadequate.
- Teacher training is lacking in areas of specialized services.
- School personnel tend to perceive counseling services and program evaluation

which requires surveying children and families as intrusive or threatening, which impedes implementing services and adequately evaluating programs.

Strategies and Recommendations

Schools

- Take the initiative to empower families.
- Take the lead to empower the community.
- Make parents feel wanted and needed.
- Help link education, health, and human service efforts.
- Develop multidisciplinary teams to work with students.
- Implement case management to provide a continuum of services.
- Provide year-round classes.
- Develop and enforce a more concise and workable code of student conduct.

Students

- Give students more challenging opportunities, more activities to enhance self-esteem and build self-confidence, more activities to raise expectations, and limited rewards to motivate them.
- Offer more courses on family life, substance abuse and prevention, and other life skills, with an emphasis on individual responsibility, not just rights.
- Provide after-school programs with age-appropriate activities.

Community

- Encourage and facilitate community business and industry involvement in the education system through such programs as Adopt-A-School.
- Identify and work with community leaders to improve the local education system.
- Promote a sense of community in neighborhoods by bringing people together in school- and private-sector sponsored meetings to get acquainted and discuss community issues.

Families

- Encourage parent involvement through programs tailored to meet family needs such as information on how the school system operates, how to work with school

personnel, and how to help their students.

- Assist families in working together to advocate school reform.
- Provide incentives in the schools, such as free dinners, to motivate parents to participate in parenting programs or enroll in GED or other education classes.

School-based or school-linked services

- Provide more in-service training for teachers and staff on the value of collaboration, how to work together, multicultural understanding and knowledge, and other relevant areas.
- Have school administrations encourage community assistance by developing collaborative agreements with community-based organizations to work with and in the schools.
- Streamline school, health, and social services to encourage coordination and collaboration.
- Expand counseling services.
- Provide strong, methodologically sound evaluation of school-linked programs and services, focusing on the process of implementation as well as the impact of the services.
- Provide public information regarding program evaluations in understandable terms to give families a better understanding of what is taking place and enable teachers and other school personnel to recognize the value of evaluation.

High School Workshop

High school offers the last opportunity, before adulthood, for public school systems to affect positively the lives of students. This workshop addressed the design and delivery of human services at the high school level. The goal was to identify and recommend dynamic methods to address the human services needs of high school students and their families and to identify barriers to efficient and effective service provision.

Workshop discussions were based on four premises:

1. Family, however a student may define it culturally or functionally, is the channel through which all efforts should be focused. For planning purposes, a family member or extended family member may be defined as anyone who touches the life of a student. Interventions designed to meet the needs of high school students should be based on the recognition that a variety of family configurations and support networks exists and that traditional delivery systems must undergo fundamental changes to accommodate students in these diverse circumstances.
2. Programs should mirror the unique developmental needs of students and support students' growth as responsible individuals, parents, family members, and contributing members of society. Program models should consider the student's extended family or support system as the basis for intervention and the high school as the locus of service delivery.
3. Building human spirit is essential to building individual competence/capacity. Interventions must be designed and delivered so that the worth of individuals is developed and protected and the health of communities is established or maintained.
4. Human service structural concerns must be taken into account when designing the delivery system. School-community partnerships should be organized to maximize quality, effectiveness, and convenience for students and their families or support networks, using teamwork, strategic planning, innovative thinking, and

creativity to improve service delivery. Services must be outcome oriented and address the budgetary constraints experienced by schools and community-based agencies. Schools should be supported in meeting the needs of students and their families rather than held solely responsible for meeting those needs.

Problems

- Lack of access to services; fragmentation of services.
- Violence in the schools and communities; gang violence.
- Alcohol and drug use and abuse by both students and parents.
- Family issues, including poor and stressful economic situations; physical and emotional abuse between parents, parents and children, and siblings; and the lack of identifiable boundaries within families.
- School environments weakened by lack of motivation and feelings of powerlessness among students, teachers, and parents.
- Common perception of school as boring and irrelevant.
- Lack of consensus both nationally and locally on what constitutes good values and morality.
- Inadequate school/family communication and coordination, with time conflicts and inadequate information often creating conflicts between home and school in regard to social services, after-school programs, and education. Lack of staff and faculty familiarity with human service needs and provisions often exacerbates existing problems.
- Lack of timely response by schools to societal changes.
- Inadequate attention to diversity in language, ethnicity, culture, and gender as well as in physical and mental abilities.
- Breakdown of organized social systems, often leading to peer relationships formed to compensate for the failures of traditional systems.
- Ineffective or inadequate attention to poor mental health or low self-esteem of students; limited opportunities for positive personal development .

Needs

- Crisis management which includes emergency shelter and on-site counseling.

- One-stop service delivery on or near the high school campus where students can get information and have access to multiple services through effective networking.
- Information support, community involvement, and flexible schedules for working parents.
- Inclusion of parents, teachers, and students in the service-development process.
- Services that are relevant, culturally appropriate, and delivered by practitioners trained to work effectively with their client populations.
- Security and safety in the schools and community.
- A comprehensive personal and family life curriculum (e.g., sex education, parenting, sexually transmitted diseases, relationships).
- Convenient access to health care, mental health services, chemical abuse programs, social and career counseling, and other services for students and their families.
- Emphasis on benchmarks for "wellness" and indicators of positive achievement, such as employment and academic success.

Obstacles to Service Delivery

- Public opinion. An inconsistency exists between rhetoric and actions. As a nation, we say that we value youth, yet we do not support youth with dollars, services, or many of our policies.
- Insensitivity. School and social service systems tend to be insensitive to language and cultural differences among students and in communities.
- Funding. No payment mechanism is in place for child and youth mental health services or, except minimally, for health promotion or prevention.
- Reactive responses. Lack of clear definition of mental health/wellness impedes shared understanding and prevention of problems.
- Child specialist training. Lack of hands-on experience and skill development in school settings by psychiatrists, social workers, etc. may adversely affect the quality of services.
- Weaknesses vs. strengths. Concern with remediation rather than with building on students' abilities and resilience strips youth of dignity and strength.
- Unclear and conflicting values. Ideological conflicts, glorification of negative behavior in television and contemporary music, and failure to agree on common-

ly held values creates problems between adult service providers and youth.

Strategies and Recommendations

Strategies identified to meet existing problems and overcome barriers to service provision focused on the following themes.

- Empowerment. To improve students' self-image, self-esteem, and participation, develop an "Empowerment Input Influence Program" in which students, teachers, and parents would develop ideas, work with administrators to contribute to program strategies, and provide manpower for empowerment programs. These could include "Kids Teaching Kids," addressing issues of sexuality; "Self-Policing by Kids," focusing on school and community violence; and "Kids Mediation," addressing conflicts between youngsters and their parents, their teachers, and one another. Develop additional programs to enable children to participate in decisions regarding curriculum and school related activities.
- Families. Develop methods to screen, assess, and intervene as early as possible in abusive families, alcohol and drug abuse, and homelessness. For families in need, provide consistent support from a single professional for as long as necessary. Have schools serve as a "safe house," open 24 hours a day for all children in need.
- Parent education and social support. To be positive role models and adequately meet their children's needs, parents must first meet their own needs. Open schools for parent education and social support to include teaching subjects ranging from parenting to substance abuse prevention to daily living, helping parents teach these subjects to their children, and providing access to basic education and job readiness training.
- Law enforcement. Involve the community in combating problems of substance abuse, gang violence, and child abuse; develop community awareness and support to ensure that breaking the law will not be tolerated and that laws must be applied consistently to everyone.
- Media. Work to reverse the media's emphasis on violence and drugs and negative presentations of families; encourage media use for positive education and learning.
- Economics. Raise the pay scale and reward system for social service professionals

to decrease worker burnout and job turnover. Work with the business community to ensure that jobs and training are available for young people and to provide preschool and after-school child care support for working parents.

- Communities. Involve communities consistently in all elements that affect family life. For example, the broad community should demand consistent and fair law enforcement to ensure a safe environment; the religious community should help teach about such issues as sexuality, substance abuse, and family violence; and the business sector should become more involved in community activities and the educational system. Students must become involved in their communities by participating in community service programs.
- Student understanding. Use culturally sensitive student assessments and programs; train service providers in understanding cultural and racial diversity; and offer school professionals practicum training in the schools so they can obtain hands-on experience in dealing with social and developmental problems of youth.
- School-based programs. Allocate agency funds for delivery of services in school settings so that local education funding can be used to address academic needs. Establish interagency agreements at the state level in health/human services to provide technical assistance to schools. Include all stakeholders in the process of recognizing the value of youth and in supporting their needs with policies, programs, and funding. Provide funding for comprehensive health/mental health insurance for children and youth.

Operating Principles for High School Services

- Every member of the community should be treated with respect and dignity.
- Services should concentrate on developing a positive self-image in all participants.
- The family should be part of the definition of problems and solutions.
- A full range of health, education, and community resources should be made available in schools.
- Students and their families should be considered as partners and participants in service delivery.
- School-based services should be designed and delivered in partnership with education, health and human services, families, and the community.
- Schools should recognize that without students, there is no need for teachers; with-

out teachers, students would have less awareness of and access to services.

Characteristics of Ideal High School/Community Environment

- An atmosphere that is synergistic, holistic, personal, and person-centered.
- Programs that include intense interaction, structure and evaluation, ongoing training, and competency building.
- A curriculum that includes subjects applicable to the real world, with daily "rap sessions" to address issues of sexuality, relationships, familial problems, school problems, and daily living.
- Joint administration of the school by staff and parents.
- Year-round school, with no three-month summer vacations.
- Community and family education provided by the school.
- Student participation in all aspects of school activities and the educational curriculum.
- Career-training alternatives in addition to basic educational curriculum.
- Mental and physical health care provided through the school.
- Schools open 24 hours daily for children in need or trouble.

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